

## APPENDIX #12A

### **Jones International University** **Faculty Involvement and Faculty and Student Interaction**

The University employs a multi-tiered faculty model to meet the educational needs of adult learners so that appropriate, qualified individuals are responsible for different stages of course development and delivery. Faculty duties are divided as such:

- **Academic Advisory Boards** define programs, curricula, and program learning objectives, with involvement from external industry experts where applicable, so industry standards are considered.
- **Program Review Committees** are led by Program Committee Chairs (contracted for this specific assignment) and provide an annual review of the degree programs. Relying on data from the Assessment process, including but not limited to, End-of-Course Student and Faculty Surveys, End-of-Course Assessments of Learning Outcomes, and Course and Program Retention data, these committees provide in-depth analysis of course and program health. This work informs the course revision and development process.
- **Content Experts** and instructors, experienced and renowned in their fields of study, are contracted to design and revise courses.
- **Teaching Faculty** are hired on an ad-hoc, course-by-course basis and provide the critical link between students and the University. They are the individuals who assess student learning and facilitate course content developed by Content Experts.
- **Academic Deans** oversee program administration and are ultimately responsible for curriculum, instruction, assessment, and service.

The University's model adheres to the belief that the specialized and unique role of faculty is to support student learning, so faculty are engaged at a number of critical points — including developing new product roadmaps, developing courses, teaching those courses, providing input into revisions at the course and program levels, evaluating peers participation, program review committees, advisory committees, and other, sometimes ad hoc, goal specific committees or other engagements. It has been the University's experience that using specific faculty members for explicit, well-matched tasks results in the very best value for its students.

The University's program committees, content experts, faculty members, chairs, deans, and directors each play a key role in the administration of the University. Faculty members, chairs, and deans continuously engage in curriculum and institutional improvement. Through survey tools built into the JESS instructional platform, faculty members receive regular opportunities to give feedback on their courses and the University. All proposed University policies and procedures earn approval through the Academic Committee. All academic programs and courses are reviewed at bi-annual Academic Leadership Team Meetings. Faculty feedback gathered from all sources is cataloged, reviewed, and prioritized as part of the process of continuous academic improvement.

Faculty and students communicate through the use of University-issued email addresses and by way of an online Forum hosted by the University. While student and faculty residency is ancillary to the educational experience, it is not unreasonable to believe a student may become aware of a faculty member's state of residence by way of independent research. At this time, the University has one faculty member residing in Iowa, serving hundreds of students across the world.